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ABSTRACT

Information on 1980 college freshmen at Baruch College, New York, is presented, and comparisons are made with data from the 1977 and 1979 freshmen classes. Additionally, characteristics of registrants and nonregistrants in 1980 are compared. The following areas were assessed with regard to student expectations and aspirations: reasons for deciding to go to college, areas of expected personal satisfaction, reasons for choosing to attend Baruch College, influence of Baruch's location on college choice, colleges other than City University of New York (CUNY) applied to and acceptances received, students' choice of college within CUNY, planned field of study, students' expected career fields, students' anticipated concerns about being able to remain in school, highest degree aspired to, area of anticipated need for remediation, financial aid, expected participation in extracurricular activities, enrollment status, expected work hours at Baruch, expected location of employment, and students' political views. The following high school characteristics were addressed: type of high school and secondary program, scholastic aptitude test, time of high school graduation, high school grades, and students' ratings of their high school preparation. In addition, the following background characteristics were assessed: place of residence, commuting time from residence, number of siblings, number of siblings attending college, marital status, number of children, parents' marital status, parental income, parents' education, parents' occupations, age, sex, race distribution, language spoken at home, and religion. The Annual Freshman Survey is appended. (SW)

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ED214459

BARUCH COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

Annual Freshman Survey

Fall 1980

Prepared by Shehbal Teilmann

OFFICE OF INSTITUTIONAL RESEARCH

U.S. DEPARTMENT OF EDUCATION
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SUMMARY

The Freshman Survey has been conducted three times, on the entering freshman classes of 1977, 1979, and 1980. Now that we have three years' data gathered under comparable conditions, some interesting trends are beginning to emerge.

- The composition of the freshman class (and therefore, presumably, the composition of the Baruch student body) is changing rather rapidly in the direction of greater female and minority representation. In 1977, female freshmen already outnumbered males by a ratio of 55 to 45. By 1979 this ratio had become 60-40, and in 1980 it was 63-37. Over the same period, minority representation increased from 58 percent to 64 percent; this gain is entirely attributable to increases among minorities other than Blacks, including Hispanics and Orientals.

- We are also seeing changes in the patterns of expectations and aspirations of the incoming freshmen. There is increasing concern about possible financial problems while at Baruch - so much so that finances have now displaced academic problems as the major cause for concern among these entering students. The percentages of freshmen expecting to finance some or all of their tuition through student loans or employment have risen sharply since 1977 (from 8 percent to 36 percent in the case of student loans, and from 46 percent to 62 percent in the case of employment). Perhaps because of the increased need to work while attending college, the proportion of part-time students has increased from 2 percent in 1977 to 11 percent in 1980. Financial pressures may also be contributing to an observed decline in the number of entering freshmen who plan to go on to graduate school (down to 47 percent from 58 percent in 1979).

- Despite the increase in the percentage of students planning to work while at Baruch, there has been at the same time a tremendous growth of interest in extracurricular activities. While all of the activities studied benefited from this trend, the greatest increases of interest were in relation to student publications and professional clubs.

- Although Accountancy is still the most popular choice of major field among entering freshmen, the percentage planning to choose it is gradually declining. In 1977, it was the first choice of 47 percent of the freshmen; in 1979, of 44 percent; and in 1980, of 38 percent.

- Over the three years that the Freshman Survey has been conducted, Baruch's academic reputation has been steadily gaining in importance as a reason for choosing the College. In 1977, 68 percent of the freshmen rated this as a "very important" reason for choosing Baruch; in 1979, 76 percent; and in 1980, 80 percent.

The results of the 1980 Freshman Survey were also used to make a comparative analysis of non-registrants (those respondents who participated in the Freshman Survey but failed to register at Baruch) and registrants. The two groups were found to differ in several ways.

- Non-registrants expressed more concern about financial problems than registrants, and a larger percentage of non-registrants expected to be employed while attending Baruch. Perhaps as a corollary, more non-registrants were planning to attend as evening or part-time students.

- As might be expected, non-registrants as a group were not as firm in their preferences for Baruch over other colleges as were registrants. More non-registrants had applied to colleges outside CUNY, and more had been accepted at other colleges.

- The non-registrants, as a group, tended to be slightly older and somewhat more serious about their future academic careers than the registrants.

In summary, it would seem that those respondents who failed to register did so more as a result of economic difficulties or a last-minute choice of another college than because of any lack of interest in or aptitude for college.

FALL 1980 FRESHMAN SURVEY

It is known that students' level of achievement in college is highly dependent upon the characteristics that they bring with them when they enter college. The purpose of the freshman survey is to elicit these ingoing student characteristics in a variety of areas.

Our hope is that the survey will provide the College with a better understanding of its students and will be of assistance in assessing Baruch's impact on them. We also hope that the survey will be a useful source of information for the longitudinal attrition studies and follow-up alumni surveys.

The instrument used in the survey was a questionnaire consisting of 50 questions encompassing 109 variables (Appendix B).

The questionnaire was administered to the incoming freshmen prior to their college entrance for the 1980-81 school year. The students were asked for their voluntary participation in the study and almost all (2163) responded. Of the 2163 students who participated in the survey, 1602 (74%) attended Baruch the following semester; 526 (24%) failed to register although they had been accepted by the College. (For the remaining 35, or 2 percent, it was not possible to determine whether they had subsequently attended Baruch, since they failed to provide their Social Security numbers.)

The report consists of two phases. Phase I is a descriptive analysis of the input variables of the 1980 freshmen who attended Baruch, and a comparison of these data with those of the 1977 and 1979 freshman classes. (No Freshman Survey was conducted in 1978.)

Phase II is a comparative analysis of the two groups who participated in the 1980 Freshman Survey; those who attended Baruch the following semester, and those who did not attend.

PHASE I

A DESCRIPTIVE ANALYSIS OF THE 1980 FRESHMAN SURVEY AND A COMPARISON WITH THE 1977 AND 1979 FRESHMAN SURVEY RESULTS

PHASE I

A DESCRIPTIVE ANALYSIS OF THE 1980 FRESHMAN SURVEY
AND
A COMPARISON WITH THE 1977 AND 1979 FRESHMAN SURVEY RESULTS

The data from the 1980 Freshman Survey generated the following student input measures:

I. STUDENTS' EXPECTATIONS AND ASPIRATIONS

1. Reasons for choosing to go to college
2. Area(s) of expected personal satisfaction at Baruch
3. Student's choice of college, if all colleges were free of charge
4. Reasons for choosing to attend Baruch
5. Influence of Baruch's location on college choice
6. Colleges other than CUNY applied to and acceptances received
7. Students' choice of college within CUNY
8. Time of decision to come to Baruch
9. Planned field of study
10. Probable career choice
11. Anticipated concerns in the completion of college education
12. Level of academic aspiration
13. Areas of anticipated need for remediation
14. Expected financial aid
15. Expected extracurricular activities at college
16. Expected enrollment status
17. Anticipated amount of employment per week while at college
18. Anticipated location of employment
19. Students' political orientation

II. HIGH SCHOOL CHARACTERISTICS

1. Type of high school
2. Type of high school program
3. Percent taking SAT
4. Time of high school graduation
5. Grade-point average in high school
6. Perceived degree of high school preparation

III. BACKGROUND CHARACTERISTICS

1. Place of residence
2. Time spent to commute to college
3. Number of siblings
4. Number of siblings presently attending college
5. Marital status and number of children
6. Parents' marital status
7. Estimates of parental income
8. Parents' educational level
9. Parents' occupations
10. Age
11. Sex
12. Race
13. Primary language spoken at home
14. Religion

I. STUDENTS' EXPECTATIONS AND ASPIRATIONS

REASONS FOR DECIDING TO GO TO COLLEGE

For the 1980 freshmen, the most important reason for attending college was to be able to get a better job; this reason was described as "very important" by 92 percent of the students. The only other reason rated "very important" by more than half the students was self-discovery, which received top ratings from 71 percent (TABLE 1).

This question was added to the survey in 1980, so there are no comparable data from the earlier surveys.

AREAS OF EXPECTED PERSONAL SATISFACTION AT BARUCH

More than a third (37%) of the 1980 freshmen felt that they would receive the greatest satisfaction in college through their course work. Another third (34%) hoped to gain their greatest satisfaction in the area of self-discovery, self-insight, and discovery of new interests, and 6 percent mentioned individual study, research, writing, etc. Overall, a majority (77%) of the Fall 1980 freshman class looked forward to gaining their greatest satisfaction in areas related to intellectual development rather than social contacts; this percentage has remained reasonably stable over the three years that the Freshman Survey has been conducted (TABLE 2).

CHOICE OF COLLEGE IF ALL WERE FREE OF CHARGE

Given a choice of six New York colleges and asked to assume that all were free of charge, half of the respondents said they would still choose Baruch; 13 percent would like to attend N.Y.U.; 12 percent, Pace; 11 percent, Columbia; 10 percent, a SUNY college; and about 4 percent, Fordham University.

The percent choosing Baruch rose sharply between 1977 and 1979, from 44 to 52 percent. Between 1979 and 1980 it declined slightly, to 50 percent; this may well be attributable, however, to the fact that Columbia was added to the list of colleges in 1980 (TABLE 3).

REASONS FOR CHOOSING TO ATTEND BARUCH COLLEGE

When the 1980 freshmen were asked to rate the importance of various reasons in their decision to attend Baruch in particular rather than some other college, the reason rated most important was Baruch's special strength in the student's intended major field; this reason was rated "very important" by 86 percent of the freshmen. The second highest rated reason for choosing Baruch was its good academic reputation, rated "very important" by 80 percent. No other reason for choosing Baruch approached these two in importance. It is particularly interesting, in the light of high college costs, that the possibility of receiving financial aid from Baruch, and Baruch's low tuition, were rated "very important" by only about one fourth of the students each (24% and 23% respectively).

Over the three years that the Freshman Survey has been conducted, Baruch's academic reputation has been steadily gaining in importance as a reason for choosing the College. In 1977, 68 percent of the freshmen rated this as a "very important" reason for choosing Baruch; in 1979, 76 percent; and in 1980, 80 percent (TABLE 4).

INFLUENCE OF BARUCH'S LOCATION ON COLLEGE CHOICE

Three out of every four students (76%) indicated that Baruch's location in downtown Manhattan was an important factor in their decision to come to Baruch (TABLE 5).

COLLEGES OTHER THAN CUNY APPLIED TO AND ACCEPTANCES RECEIVED

Sixty-four percent of the 1980 freshmen said that they had applied to other colleges as well as CUNY — an increase compared to 1977 and 1979, when the percentages were 54 and 52 respectively. In 1980, 16 percent applied to one other college, 14 percent to two, 11 percent to three, and 22 percent to four or more (TABLE 6).

The percentage of Baruch freshmen who report having received acceptances from non-CUNY colleges also increased substantially in 1980. In 1977, the percentage accepted elsewhere was 45 percent; in 1979 it was 38 percent; and in 1980 it was 54 percent (TABLE 7).

Combining these two sets of data, we see that a large majority of future Baruch students who applied elsewhere were accepted by at least one other college. (The ratio of students accepted elsewhere to those applying elsewhere was 83 percent in 1977; 73 percent in 1979; and 84 percent in 1980.)

The combined data also show that, for 90 percent of the 1980 freshmen, Baruch was effectively their first choice of all colleges. (Thirty-six percent had applied to no other college, and an additional 54 percent had applied elsewhere and been accepted but had chosen Baruch.) This percentage has remained reasonably stable since 1977.

STUDENTS' CHOICE OF COLLEGE WITHIN CUNY

For an overwhelming majority (96%) of the 1980 freshmen, Baruch was their first choice of college within CUNY. In comparison with previous survey results, there has been a slightly increased demand for Baruch College within the CUNY system over the past three years (TABLE 8).

TIME OF DECISION TO COME TO BARUCH

Ninety-one percent of the students had decided to attend Baruch by the end of April of the previous school year. Comparing this finding with the earlier survey results, we see that the percentage of students making their decision as early as April has steadily increased over the past three years, from 73 percent in 1977 and 88 percent in 1979 to 91 percent in 1980 (TABLE 9).

PLANNED FIELD OF STUDY

About 97 percent of the students were able to identify their expected major field of study. The most popular choice of major field in 1980, as it had been in 1979 and in 1977, was Accountancy. Next in order of popularity were Management, Office Management and Secretarial Studies, and Marketing. Although Accountancy is still the most popular major field, the percentage of entering freshmen choosing it is gradually declining. In 1977, it was the first choice of 47 percent of the freshmen; in 1979, 44 percent; and in 1980, 38 percent. Some of Accountancy's losses may be going to Management, which has grown from 13 percent of the first choices in 1977 to 17 percent in 1980 (TABLE 10).

STUDENTS' EXPECTED CAREER FIELDS

Over 90 percent of the 1980 freshmen were able to specify a career choice.

Accountancy was named by the largest percentage of students (32%) in 1980, as it had been in 1979 (36%) and 1977 (42%). These figures show the same gradual decline that we saw for Accountancy as an expected major field. Careers which have gained in popularity in recent years are Business Executive (up from 18 percent first choices in 1977 to 25 percent in 1980) and Computer Programmer/ Analyst (2 percent in 1977 and 8 percent in 1980) (TABLE 11).

STUDENTS' ANTICIPATED CONCERNS ABOUT BEING ABLE TO REMAIN IN SCHOOL

Four out of five 1980 freshmen indicated that they had "major" (47%) or "some" (34%) concern about financing their college education. When compared with the previous freshman classes, the number of students concerned about possible financial problems has increased over the past three years. In particular, the percentage of students rating financial problems as a major concern increased substantially, from 26 percent in 1977 to 47 percent in 1980.

The students' academic concern, however, shows a trend in the opposite direction. In 1977, almost half (46%) indicated major concern with academic problems. In 1979, 40 percent rated academic problems as a major concern, and in 1980, the proportion had declined to 32 percent. The net result of these opposing trends is that academic problems, which had been foremost among the students' concerns in 1977 and 1979, are now second in importance to financial problems. Personal circumstances and employment problems are third and fourth in importance in 1980, as they were in 1977 and 1979 (TABLE 12).

HIGHEST DEGREE ASPIRED TO

About half of the respondents (53%) planned to earn only a bachelor's degree. Two students in every five (39%) were planning to go on to a Master's degree. Eight percent aspired to higher degrees: 4 percent the Ph.D. or Ed.D., and another 4 percent professional degrees (TABLE 13).

The data also indicate that fewer 1980 freshmen (47%) are planning to go on to higher degrees after completing their undergraduate work than was the case in 1979 (58%) or 1977 (54%). It is possible that this lowering of expectations is a result of the growing concern over financial problems which we have just seen expressed by the 1980 freshmen.

AREA OF GREATEST ANTICIPATED NEED FOR REMEDIATION

Thirty percent of the respondents did not feel the need for extra help in any academic area. Of those who did express a need for remediation, 45 percent said that their greatest need for help was in Writing, 43 percent in Mathematics, and 12 percent in Reading (TABLE 14).

FINANCIAL AID

The chief sources of financial aid for the 1980 freshmen were scholarships and grants, such as TAP, BEOG, SEOG, etc.; 84 percent expected to receive support from these sources. About half (49%) hoped to receive aid by working at school under the College Work-Study Program, and over a third (36%) expected to get student loans.

The proportion of freshmen expecting to get financial aid from their parents for their college tuition was 63 percent; 62 percent expected some income from outside employment. The percentages cited, of course, total well over 100 percent since most students were relying on multiple sources of financial aid.

Over the past three years, the percentage of students relying on financial aid from their families has declined slightly, from 68 percent in 1977 to 63 percent in 1980. The percentage expecting to receive student loans has increased dramatically over the same period (from 8 percent to 36 percent). The proportion expecting to finance some or all of their tuition through employment also increased sharply, from 46 percent in 1977 to 62 percent in 1980 (TABLE 15).

EXPECTED PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

When the 1980 freshmen were asked to estimate their degree of participation in various extracurricular activities at Baruch, the most popular activity was "special interest groups"; 76 percent expected to participate in these to some degree. Next in popularity were athletics (68%) and student publications

(57%). Professional clubs, student government, ethnic or religious clubs, and the college radio station each attracted the interest of about half of the respondents.

Interest in extracurricular activities in general shows a striking increase since 1977. The proportion of students expressing an interest increased by 48 percent or more between 1977 and 1980 for every one of the activities listed. The greatest increases in interest were in relation to student publications, which attracted 29 percent of the respondents in 1977 and 57 percent in 1980, and professional clubs, which went from 26 percent to 51 percent (TABLE 16).

ENROLLMENT STATUS

Eighty-nine percent of the incoming freshmen planned to attend school full-time — 86 percent as day and 3 percent as evening students. Of the 11 percent who expected to be part-time students, 8 percent planned to attend school during the day and 3 percent in the evening.

When these data are compared with those of the previous surveys, we see that the proportion of part-time students has been steadily increasing, from 2 percent in 1977 and 7 percent in 1979 to 11 percent in 1980 (TABLE 17).

EXPECTED WORK HOURS AT BARUCH

A majority (64%) of the 1980 freshmen indicated that they planned to work while at Baruch. This figure represents a slight decrease as compared with 1979, when 70 percent of the incoming freshmen expected to work — a substantial gain over the 1977 figure of 59 percent.

Of the 1980 freshmen, 53 percent planned to work part time (25 hours or less per week) and 10 percent full-time (26 hours or more). There was no particular change in the ratio of part-time to full-time employment over the three years of the study (TABLE 18).

EXPECTED LOCATION OF EMPLOYMENT

Of the 87 percent of the respondents who were planning to work during the school year, over half (58%) expected to work in Manhattan, 16 percent each

in Brooklyn and in Queens, 8 percent in the Bronx, and 1 percent on Staten Island. Only about 1 percent of the students planned to work outside New York City (TABLE 19).

STUDENTS' POLITICAL VIEWS

About three out of every five students (59%) described their political stance as "middle-of-the-road"; one in five (20%) described themselves as "liberal" and one in six (16%) as "conservative." The proportions placing themselves on the "far left" or "far right" were very small (3% and 2%, respectively).

Over the three years of the survey, the "middle-of-the-road" segment of the incoming freshman class has grown (from 48% to 59%) at the expense of the "liberals", who have declined in numbers from 28 percent in 1977 to 20 percent in 1980. Interestingly, the "conservative" segment showed no corresponding increase over the same period (TABLE 20).

II. HIGH SCHOOL CHARACTERISTICS

TYPE OF HIGH SCHOOL

More than 4 students out of 5 (82%) graduated from public high schools and the remaining 18 percent from private high schools. The majority of the private school graduates (15% out of 18%) came from Catholic schools; the remaining 3 percent graduated from Jewish schools, other religious schools, or non-religious schools (TABLE 21).

TYPE OF HIGH SCHOOL PROGRAM

Over two thirds of the 1980 freshmen (68%) described their high-school programs as college preparatory. The remaining third (32%) graduated from vocational and other types of programs (TABLE 22).

SCHOLASTIC APTITUDE TEST

One out of every 4 (25%) of the incoming freshmen took the SAT. This is a drop from 1977, when about one student out of every 3 (32%) took the test (TABLE 23).

TIME OF HIGH SCHOOL GRADUATION

A majority (89%) of the 1980 freshmen entered Baruch the same year they graduated from high school, while 8 percent had waited one or more years after graduation before going to college. Three percent of the incoming freshmen had not graduated from high school: 2.4 percent had passed the GED test in lieu of graduation, and 0.6 percent were early admission students (TABLE 24).

HIGH SCHOOL AVERAGES

To ensure accuracy, the students' high-school grade averages were taken from their school records (which were made available by the Admissions Office), rather than from their responses to the questionnaire; this procedure was begun in 1979.

More than half (52%) of the incoming freshmen graduated with an average grade of 80.0 or above; 41 percent had grade averages between 70.0 and 79.9; and 7 percent averaged below 70.0.

No real change in the general level of high school grades from 1979 to 1980 is observable (TABLE 25).

STUDENTS' RATINGS OF THEIR HIGH SCHOOL PREPARATION

The 1980 freshmen gave relatively high ratings to their preparation in reading, history and social sciences, mathematics, writing, and science. In each of these areas, more than 90 percent of the respondents felt they had been "very well" or "fairly well" prepared. In more specialized areas of study, however, their assessments were far less favorable. Nineteen percent felt they were poorly prepared in vocational skills, and 22 percent in foreign languages. The greatest dissatisfaction was felt in the area of musical and artistic skills, where 26 percent rated themselves poorly prepared. Interestingly, the freshmen also expressed a certain amount of dissatisfaction with their study habits: only 31 percent felt they were very well prepared in this area, and 15 percent rated their preparation as poor (TABLE 26).

In every one of these areas except study habits, a steady increase in the percentage of favorable ratings has occurred over the three years of the survey. (Even in the case of study habits, the favorable ratings increased greatly between 1977 and 1979, and then held steady in 1980.)

It may be of interest to compare this remarkable improvement in perceived quality of preparation with trends in the students' actual skills as measured by their Skills Assessment Test scores. The test scores of the 1979 and 1980 freshmen (obtained through the courtesy of the Baruch Skills Assessment Testing Unit) are shown in Table 27. They do show very slight improvements in the freshmen's reading and math performance from 1979 to 1980, but the size of these increases was very small compared to the improvement in their preparation perceived by the students.

III. BACKGROUND CHARACTERISTICS

PLACE OF RESIDENCE

Nearly all of the 1980 freshmen live in New York City: 33 percent live in Brooklyn, 29 percent in Queens, 18 percent in the Bronx, 17 percent in Manhattan, and less than 2 percent on Staten Island. Only about one percent live in the suburbs (TABLE 28).

COMMUTING TIME FROM RESIDENCE

A majority (64%) of the respondents estimated that they would spend 30 to 60 minutes each way commuting to Baruch from their homes. Twenty-two percent expected to spend between 1 and 1½ hours, and 4 percent said the trip would take them over an hour and a half. Only 10 percent expected to make the trip in less than 30 minutes. These estimates of travel time have not changed significantly over the three years of the survey (TABLE 29).

NUMBER OF SIBLINGS

The 1980 freshmen, like their counterparts of 1977 and 1979, tend to come from rather large families. Only 5 percent of the 1980 freshmen are only children, and 22 percent have one brother or sister. The large majority (73%) come from families of three or more children, and almost one-fifth (18.5%) are from families of six or more children (TABLE 30).

NUMBER OF SIBLINGS ATTENDING COLLEGE

Over a third of the incoming freshmen have siblings presently attending college. One respondent out of every four has one sibling in college, and 12 percent have two or more. This pattern is very similar to the previous survey results (TABLE 31).

MARITAL STATUS

Nearly all (96%) of the incoming freshmen were single; about 2 percent were married and another 2 percent living with someone. Seven respondents (0.4%) were separated and 3 (0.2%) divorced. Surprisingly, the number "living with someone" showed a decrease from 5 percent in 1977 and 4 percent in 1979 to 2 percent in 1980, while singles showed a slight increase over the years (TABLE 32).

NUMBER OF CHILDREN

Only 39 (2.4%) of the incoming freshmen had children at the time of college entrance: 1.3 percent had one child, 0.7 percent two, and 0.4 percent had three or more children (TABLE 33).

PARENTS' MARITAL STATUS

Two out of every five freshmen (38%) come from single-parent families. In the bulk (29%) of these households, the parent is separated or divorced. The percentage of freshmen with separated or divorced parents has risen slowly but steadily over the three years of the survey, from 24 percent in 1977 to 29 percent in 1980 (TABLE 34).

PARENTAL INCOME

Respondents were asked to estimate their parents' joint income before taxes. The median estimated income for the present sample was $11,450 per year. As would be expected due to inflation, reported parental income has been increasing over the three years of the study; the median was $10,007 in 1977 and $10,475 in 1979. Clearly, however, it is not keeping pace with inflation, with a total increase over three years of only 14.4 percent. In any case, the figures given by the students are only estimations and may be understated because of student fears of reduced financial aid resulting from high reported parental income (TABLE 35).

PARENTS' EDUCATION

Slightly more than half of the parents of the 1980 freshmen are high-school graduates. The mothers have a slight advantage over the fathers in this respect, with 56 percent having graduated from high school, as compared with 53.5 percent of the fathers. Once having graduated from high school, however, the fathers are somewhat more likely than the mothers to have gone on to higher education (28 percent as compared with 22 percent). (TABLE 36).

PARENTS' OCCUPATIONS

A third (34%) of the 1980 freshmen described their fathers as blue-collar workers. Nineteen percent are skilled workers, 7 percent semi-skilled, and 8 percent unskilled workers or laborers. Another 21 percent hold jobs in business, ranging from ownership of a business (7%) to clerical jobs (3%). Another 37 percent of the fathers work at a wide variety of occupations, and 8 percent are unemployed.

Among the mothers of the 1980 freshmen, a much larger proportion (19%) are unemployed, and another 20 percent are full-time homemakers. Of those mothers who do work outside the home, the largest percentage (18.5%) are employed in blue-collar jobs, as is the case with the fathers. The proportion of mothers employed in business is 12.5 percent. The remainder (30%) again hold a variety of jobs; those mentioned with sufficient frequency for tabulation tend to be service-related, such as nurse, teacher, or social worker (TABLE 37).

AGE

Two thirds (67%) of the incoming freshmen reported that they would be 18 years old on December 31, 1980. About 10 percent were younger and 24 percent older than this modal age group (TABLE 38).

SEX

Females greatly outnumber males among the 1980 freshmen; at the time of college entrance they constituted 63 percent of the freshman class. Female students have been in the majority since at least 1977, when our first survey was taken, and the proportion of females has been increasing steadily since that time (from 55 percent in 1977, to 60 percent in 1979, to 63 percent in 1980) (TABLE 39).

RACE DISTRIBUTION

A substantial majority (64%) of the 1980 freshmen come from minority groups; this percentage has increased steadily over the years, from 58 percent in 1977 and 61 percent in 1979 to the present figure. The largest single minority group is the black students, at 23.5 percent; this figure represents a slight drop in black enrollments as compared with 1977 (28 percent) and 1979 (also 28 percent). However, if some of the West-Indian students designated themselves Black in the previous surveys, this would have caused a drop in 1980 figure. Since the West-Indian category was introduced in the 1980 survey it is not possible to establish how many West-Indian students designated themselves Black in 1980.

Some of the growth in minority representation comes from a slight increase in the number of Puerto Rican students, who have gained about 1 percent in each of the years of the survey (they constituted 12 percent of the class in 1977, 13 percent in 1979, and 14 percent in 1980). The percentage of Oriental students, stable in 1977 and 1979 at 9 percent, also increased by 1 percent in 1980, to 10 percent. The number of Hispanic students other than Puerto Ricans is also presumably on the increase, although figures are not available for 1977 and 1979. In 1980, this group accounted for 9 percent of the freshman class (TABLE 40).

LANGUAGE SPOKEN AT HOME

About a third of the respondents (31%) indicated that a language other than English was primarily spoken in their homes. Spanish was the language most frequently mentioned (17%), followed by Chinese (7%). Another seven percent mentioned other languages (TABLE 41).

RELIGION

The religious preference most frequently reported by the 1980 freshmen was Catholic, mentioned by 45.6 percent of the class. Slightly over a fifth (21.5%) were Protestant and 8 percent Jewish. Five percent preferred other religions, including Greek Orthodox, Gregorian (Armenian), Moslem, Russian Orthodox, Buddhist, and Hindu. A fifth (20.5%) either indicated that they had no religious preference (15.4%) or did not respond to the question (5.1%) (TABLE 42).

TABLE 1

DEGREE OF IMPORTANCE OF REASONS FOR DECIDING TO GO TO COLLEGE

FALL 1980

REASONS	Very Important	Somewhat Important	Not Important
To be able to get a better job	92.2	6.9	0.9
Self-discovery	70.6	25.5	3.9
Individual study	39.9	51.1	9.0
Getting acquainted with a variety of students	39.6	53.1	7.2
Close friendships with students	34.3	52.0	13.8
Parents wanted me to go to college	21.0	36.1	42.8
Social life	20.5	49.6	29.8
"Rapping" with fellow students & faculty	20.3	58.1	21.6
Extracurricular activities	20.0	58.3	21.7

TABLE 2

EXPECTED COLLEGE SATISFACTIONS

AREA OF SATISFACTION	FALL 1980 (1564)	FALL 1979 (1572)	FALL 1977 (1182)
Course work	37.4	38.8	36.5
Self-discovery, self-insight, etc.	33.8	33.1	32.7
Getting acquainted with students	8.1	7.2	10.9
Organized extracurricular activities, student government, clubs, etc.	7.0	6.4	4.2
Individual study, research, writing, etc.	6.0	7.3	8.3
Social life	4.4	2.5	3.0
Close friendship with students	3.3	3.7	2.5
"Rapping" with fellow students & faculty	0.0	1.0	1.8
	100.0	100.0	99.9

TABLE 3

CHOICE OF COLLEGE IF ALL COLLEGES WERE FREE OF CHARGE

COLLEGE	FALL 1980	FALL 1979	FALL 1977
Baruch	49.7	52.0	44.3
NYU	13.5	16.6	14.7
Pace	12.1	16.5	19.2
Columbia*	10.7	-	-
SUNY	10.5	11.1	14.4
Fordham	3.5	3.9	7.4
	100.0	100.1	100.0

* Columbia was added to the response list in Fall 1980.

TABLE 4

DEGREE OF IMPORTANCE OF REASONS FOR CHOOSING BARUCH

REASONS	F A L L 1980	1979	1977	F A L L 1980	1979	1977	F A L L 1980	1979	1977
	Very Important			Somewhat Important			Not Important		
Baruch's strength in major field	85.7	87.3	85.2	12.0	10.2	10.9	2.3	2.5	3.9
Baruch has a good academic reputation	80.4	76.3	68.3	17.9	21.5	27.1	1.7	2.3	4.6
Baruch offered financial aid	24.3	25.0	19.8	38.0	36.1	29.5	37.7	38.9	50.7
CUNY Guide to Admissions and/ or a Baruch publication influenced me	23.8	*	*	36.6	*	*	39.6	*	*
Baruch has low tuition	23.3	22.0	17.3	41.0	39.2	35.4	35.7	38.8	47.3
Advice of someone who attended Baruch	21.6	23.2	14.5	35.3	33.1	31.3	43.2	43.7	54.2
High School adviser influenced me	14.5	14.1	15.6	34.1	37.6	34.0	51.4	48.4	50.3
Parents' choice to send me to Baruch	9.9	8.8	7.5	33.6	31.4	28.6	56.5	59.8	63.9
Baruch representative recruited me	3.6	5.5	3.0	18.5	16.3	14.8	77.9	78.2	82.2

27* The category was added in Fall 1980.

TABLE 5

INFLUENCE OF BARUCH'S LOCATION

	FALL 1980 (1578)
Very much	32.0
Somewhat	43.8
Not at all	24.2
	100.0

TABLE 6

NUMBER OF COLLEGES APPLIED TO (OTHER THAN CUNY)

	FALL 1980 (1536)	FALL 1979 (1613)	FALL 1977 (1195)
No other college	36.4	47.5	46.1
One college	16.2	14.3	12.7
Two colleges	14.3	12.2	10.9
Three colleges	11.3	9.6	12.3
Four colleges	7.4	5.8	8.3
Five colleges	5.5	5.3	5.9
Six or more colleges	8.9	5.3	3.8
	100.0	100.0	100.0

TABLE 7

NUMBER OF COLLEGE ACCEPTANCES RECEIVED
(OTHER THAN CUNY)

	FALL 1980 (1430)	FALL 1979 (1626)	FALL 1977 (1180)
None	46.0	61.7	55.2
One college	30.1	20.5	19.1
Two colleges	14.2	9.1	11.0
Three colleges	4.8	5.1	8.4
Four colleges	2.1	2.4	3.5
Five colleges	1.7	0.6	1.8
Six or more colleges	1.1	0.6	1.1
	100.0	100.0	100.1

TABLE 8

STUDENT'S CHOICE OF BARUCH FROM AMONG OTHER CUNY COLLEGES

	FALL 1980 (1596)	FALL 1979 (1621)	FALL 1977 (1196)
First choice	95.5	94.0	92.0
Second choice	3.7	4.0	5.1
Third choice	0.4	1.5	1.9
Less than third choice	0.4	0.5	1.0
	100.0	100.0	100.0

TABLE 9

TIME OF DECISION TO COME TO BARUCH

	FALL 1980 (1578)		FALL 1979 (1609)		FALL 1977 (1192)	
	%	Cumulative	%	Cumulative	%	Cumulative
October - last year	19.8	19.8	18.8	18.8	13.4	13.4
November - last year	9.8	29.6	9.4	28.2	6.6	20.0
December - last year	14.4	44.0	13.3	41.5	8.3	28.3
January	16.0	60.0	16.0	57.4	11.2	39.5
February	9.2	69.3	8.6	66.1	8.3	47.8
March	13.2	82.5	14.0	80.0	11.6	59.4
April	8.2	90.8	8.2	88.3	13.2	72.6
May	3.7	94.4	3.4	91.7	11.0	83.6
June	2.5	96.8	3.8	95.5	8.1	91.7
July	0.8	97.6	0.9	96.3	3.4	95.1
August	0.4	98.0	0.7	97.1	3.9	99.0
September	2.0	100.0	2.9	100.0	1.0	100.0
	100.0		100.0		100.0	

TABLE 10

MAJOR FIELD OF STUDY

	FALL 1980	FALL 1979	FALL 1977
Accountancy	38.4	43.7	47.3
Management	17.4	15.8	13.4
Office Management & Sec. Studies	9.4	9.3	10.2
Marketing	7.8	7.2	6.4
Public Administration	3.7	3.3	2.6
Finance & Investment	2.9	3.3	3.1
Statistics	2.4	1.9	1.6
Economics	2.1	1.4	0.4
Business Education	1.0	1.4	0.4
Elementary Education	0.7	0.6	1.0
Other field	11.0	8.6	8.0
Undecided	3.4	3.5	5.5
	100.0	100.0	99.9

TABLE 11

STUDENT'S PROBABLE CAREER CHOICE

	FALL 1980 (1400)	FALL 1979 (1411)	FALL 1977 (1114)
Accountant	32.4	35.6	41.6
Business executive	24.8	19.8	18.1
Computer programmer, analyst	7.6	5.1	2.4
Business owner	5.5	6.1	4.3
Business clerical	4.6	4.9	5.3
Business sales or buyer	3.0	3.3	2.3
Lawyer	2.7	1.9	1.3
Teacher	1.5	1.8	2.8
Other	10.2	11.3	9.2
Undecided	7.7	10.2	12.7
	100.0	100.0	100.0

TABLE 12

STUDENTS' DEGREE OF CONCERN ABOUT BEING ABLE TO STAY IN SCHOOL

	FALL 1980			FALL 1979			FALL 1977		
TYPE OF PROBLEM	Major Concern	Some Concern	No Concern	Major Concern	Some Concern	No Concern	Major Concern	Some Concern	No Concern
Financial problems	47.2	34.0	18.8	29.6	48.6	21.8	26.2	48.0	25.7
Academic problems	31.7	40.5	27.7	40.3	35.3	24.4	46.0	36.7	17.3
Personal circumstances	20.8	42.6	36.6	23.4	46.5	30.0	23.9	49.2	26.9
Employment problems	14.6	43.7	41.7	19.3	44.2	36.5	19.1	42.4	38.6

TABLE 13

HIGHEST DEGREE ASPIRED TO

	FALL 1980 (1538)	FALL 1979 (1487)	FALL 1977 (1160)
Bachelor's degree	52.6	42.2	45.9
Master's Degree	38.9	46.8	40.0
Ph.D. or Ed.D.	4.0	5.6	7.0
Medical Doctor	0.1	0.1	0.9
Law - LLB, JD	3.1	2.1	2.3
Divinity	-	0.1	0.2
Other	1.2	3.0	3.6
	99.9	99.9	99.9

TABLE 14

AREAS OF GREATEST ANTICIPATED NEED FOR REMEDIATION

	FALL 1980 (1559)
Writing	31.6
Mathematics	29.9
Reading	8.2
None	30.3
	100.0

TABLE 15

SOURCES OF EXPECTED FINANCIAL SUPPORT

TYPES OF FINANCIAL AID	FALL 1980	FALL 1979	FALL 1977	FALL 1980	FALL 1979	FALL 1977	FALL 1980	FALL 1979	FALL 1977	FALL 1980	FALL 1979	FALL 1977
	Expect Any Aid			Less than $1,000			$1,000 - $1,999			$2,000 or more		
Grants and Scholarships (TAP, BEOG, SEOG, other)	83.9	84.5	77.3	33.4	46.4	47.7	29.0	20.5	24.3	21.5	17.5	5.3
College Work Study	48.6	*	*	34.1	*	*	10.7	*	*	3.8	*	*
Parental or family aid	62.9	64.6	67.5	39.1	46.9	44.1	13.6	8.5	9.6	10.1	9.2	13.8
Loans	35.5	24.4	8.3	20.1	17.7	5.3	11.2	4.0	2.1	4.2	2.6	0.9
Employment	61.8	58.4	46.2	42.7	48.7	35.4	11.5	5.2	5.5	7.6	4.5	5.3
Other sources	11.5	19.0	14.8	5.5	16.1	12.0	3.2	1.1	0.9	2.8	1.8	1.8

* College Work Study was included in the "Grants and Scholarships" category in the 1979 and 1977 surveys.

TABLE 16

STUDENTS' EXPECTED PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

TYPE OF ACTIVITY	FALL 1980			FALL 1979			FALL 1977		
	Very much	Some-what	Not at all	Very much	Some-what	Not at all	Very much	Some-what	Not at all
Special interest groups	36.0	39.7	24.3	29.1	40.3	30.6	15.3	29.8	54.9
Athletics	28.3	39.3	32.4	27.0	38.2	34.8	16.0	29.7	54.2
Student publications	14.0	43.1	42.9	13.7	41.7	44.7	5.0	24.0	71.0
Professional clubs	13.3	37.7	49.0	10.8	33.8	55.4	6.0	20.2	73.7
Radio station	11.1	35.3	53.6	10.9	31.5	57.5	6.8	19.2	74.0
Ethnic or religious clubs	10.8	35.9	53.3	7.9	31.5	60.6	5.3	21.5	73.3
Student government	8.6	39.0	52.4	7.7	37.6	54.7	4.7	24.2	71.1

TABLE 17

ENROLLMENT STATUS

		FALL 1980 (1546)	FALL 1979 (1582)	FALL 1977 (1187)
Full-time day	89.0	86.4	92.7	97.6
Full-time evening		2.6		
Part-time day	11.1	8.5	7.2	2.4
Part-time evening		2.5		
		100.0		

Note: The day/evening breakdown was introduced in the 1980 survey.

TABLE 18

EXPECTED WORK HOURS AT BARUCH

Number of hours per week	PLANS FOR FUTURE					
	FALL 1980		FALL 1979		FALL 1977	
No plans to work	36.2		30.3		40.6	
PLAN TO WORK PART TIME						
1-5 hours per week	53.4	9.1	58.3	9.6	50.6	7.7
6-10 hours per week		7.1		10.1		8.4
11-15 hours per week		15.8		14.9		12.8
16-25 hours per week		21.4		23.7		21.7
PLAN TO WORK FULL TIME						
26-35 hours per week	10.4	6.6	11.4	7.7	8.8	6.0
36 or more hrs per week		3.8		3.7		2.8
	100.0		100.0		100.0	

TABLE 19

EXPECTED WORK LOCATION

	FALL 1980
Manhattan	58.3
Brooklyn	15.6
Queens	15.9
Bronx	7.6
Staten Island	1.2
Nassau/Suffolk	1.2
Other than NYS	0.2
	100.0

TABLE 20

STUDENTS' PERCEIVED POLITICAL VIEWS

	FALL 1980	FALL 1979	FALL 1977
Far left	3.4	3.4	3.0
Liberal	19.8	24.2	28.5
Middle-of-the-road	58.9	51.3	48.4
Conservative	16.0	19.0	17.9
Far right	1.9	2.1	2.1
	100.0	100.0	99.9

TABLE 21

TYPE OF HIGH SCHOOL

	FALL 1980
Public High School	81.8
Private - Catholic H.S.	14.7
Private - Jewish H.S.	1.2
Private - Other religious H.S.	0.8
Private - Non-religious H.S.	1.5
	100.0

TABLE 22

TYPE OF HIGH SCHOOL PROGRAM

	FALL 1980	FALL 1979	FALL 1977
College preparatory	67.8	66.2	72.0
Other (e.g., vocational)	32.2	33.8	28.0
	100.0	100.0	100.0

TABLE 23

PERCENT TAKING S A T

	FALL 1980	FALL 1979	FALL 1977
YES	24.6	27.6	31.7
NO	75.4	72.4	68.3
	100.0	100.0	100.0

TABLE 24

YEAR GRADUATED FROM HIGH SCHOOL

	FALL 1980	FALL 1979	FALL 1977
This year*	89.3	88.4	89.2
One year ago	2.3	2.5	2.5
Two years ago	1.3	1.6	1.8
Three or more years ago	4.0	3.9	4.1
Passed GED test	2.4	3.3	2.3
Early admission	0.6	0.4	0.2
	99.9	100.1	100.1

* The year they entered college.

TABLE 25

AVERAGE GRADE IN HIGH SCHOOL

	FALL 1980 (1426)		FALL 1979 (2073)	
80 or above	52.0		54.6	
75.0 - 79.9	24.2	41.4	21.2	35.5
70.0 - 74.9	17.2		14.3	
Below 70.0	6.5		9.9	
	99.9		100.0	

TABLE 26

STUDENTS' RATINGS OF HIGH SCHOOL PREPARATION

	FALL 1980			FALL 1979			FALL 1977		
	Very Well	Fairly Well	Poor	Very Well	Fairly Well	Poor	Very Well	Fairly Well	Poor
Reading	50.6	46.8	2.6	48.1	47.4	4.5	29.4	54.2	16.4
History, Social Science	48.7	47.3	4.1	43.6	50.7	5.7	35.7	55.0	9.2
Mathematical skills	46.5	44.7	8.8	40.9	46.6	12.4	36.6	41.3	22.1
Writing	45.8	47.9	6.2	*	*	*	*	*	*
Science	35.4	57.5	7.1	26.4	61.7	11.9	25.4	57.8	16.7
Vocational skills	33.6	47.6	18.8	30.2	44.7	25.1	22.9	38.2	39.0
Foreign languages	33.1	44.5	22.3	26.5	43.8	29.8	26.8	43.7	29.5
Study habits	31.1	54.3	14.6	32.5	51.6	15.9	21.5	46.9	31.6
Musical & Artistic skills	23.3	50.4	26.3	18.5	48.3	33.2	15.2	40.2	44.6

TABLE 27

MEAN SKILLS ASSESSMENT TEST SCORES

	FALL 1980	FALL 1979
Reading	31.88	30.91
Writing	7.28	7.23
Math	26.39	25.89

TABLE 28

PLACE OF RESIDENCE

	FALL 1980
Brooklyn	33.2
Queens	28.6
Bronx	18.3
Manhattan	16.9
Staten Island	1.6
Nassau/Suffolk	0.9
Westchester/Rockland	0.4
Other than N.Y. State	0.1
	100.0

TABLE 29

COMMUTING TIME FROM RESIDENCE TO SCHOOL

	FALL 1980 (1583)	FALL 1979 (1609)	FALL 1977 (1199)
Less than 30 minutes	9.9	10.6	10.5
30 to 60 minutes	64.4	61.4	63.4
61 to 90 minutes	21.7	23.0	22.2
Over 90 minutes	4.1	5.0	3.9
	100.1	100.0	100.0

TABLE 30

NUMBER OF SIBLINGS

	FALL 1980	FALL 1979	FALL 1977
None	5.1	6.7	5.2
One	21.7	23.4	21.3
Two	25.2	24.0	26.4
Three	18.8	17.3	15.9
Four	10.7	9.9	11.4
Five	6.8	8.7	8.1
Six or more	11.7	10.1	11.7
	100.0	100.1	100.0

TABLE 31

NUMBER OF SIBLINGS ATTENDING COLLEGE

	FALL 1980	FALL 1979	FALL 1977
None	63.6	64.0	66.0
One	25.3	26.9	25.3
Two	7.6	6.8	6.0
Three or more	3.5	2.4	2.7
	100.0	100.1	100.0

TABLE 32

MARITAL STATUS

	FALL 1980 (1590)	FALL 1979 (1585)	FALL 1977 (1192)
Single	95.9	93.2	90.4
Living with someone	1.8	4.0	4.9
Married	1.7	1.6	3.1
Separated	0.4	1.1	1.0
Divorced	0.2	0.1	0.6
	100.0	100.0	100.0

TABLE 33

NUMBER OF CHILDREN

	FALL 1980
None	97.6
One	1.3
Two	0.7
Three or more	0.4
	100.0

TABLE 34

PARENTS' MARITAL STATUS

	FALL 1980 (1567)		FALL 1979 (1569)		FALL 1977 (1180)	
Married and living together	61.0		63.0		63.9	
Separated	17.8	28.7	16.1	26.1	16.8	24.4
Divorced	10.9		10.0		7.6	
Father deceased	7.9		8.8		9.0	
Mother deceased	1.7		1.7		2.1	
Both parents deceased	0.6		0.4		0.6	
	99.9		100.0		100.0	

TABLE 35

ESTIMATED PARENTAL INCOME (BEFORE TAXES)

	FALL 1980 (1327)	FALL 1979 (1324)	FALL 1977 (1092)
Less than $10,000	42.9	47.6	49.9
$10,000 - $19,999	34.7	35.5	33.4
$20,000 - or more	22.4	16.9	16.6
	100.0	100.0	99.9
Median	$11,450	$10,475	$10,007

TABLE 36

PARENTS' EDUCATION

	FALL 1980 FATHER (1402)	FALL 1980 MOTHER (1484)
Grammar school or less	22.3	21.3
Some high school	24.3	22.7
High school graduate	25.8	33.6
Post-high-school training other than college	5.0	4.3
Some college	9.6	8.9
College graduate	7.9	5.1
Graduate school	4.8	2.7
Presently attending college	0.4	1.4
	100.1	100.0

TABLE 37

PARENTS' OCCUPATION

	FALL 1980 FATHER (1246)	FALL 1980 MOTHER (1361)
Skilled worker	19.2	7.1
Laborer (unskilled)	8.3	6.6
Semi-skilled worker	7.0	4.8
Business owner	6.7	0.0
Engineer	5.3	0.0
Service worker	5.3	2.4
Business executive	5.2	1.3
Business sales or buyer	4.0	1.0
Accountant	2.7	1.6
Business clerical	2.6	8.6
Teacher (any level)	1.0	2.8
Social Welfare worker	1.0	1.3
Nurse	0.0	4.8
Health service (not nurse)	0.0	1.5
Educator (not teacher)	0.0	1.1
Other	24.0	16.0
Homemaker	0.0	20.3
Unemployed	7.7	18.8
	100.0	100.0

TABLE 38

STUDENTS' AGE

	FALL 1980 (1583)	FALL 1979 (1527)	FALL 1977 (1155)
16 or younger	0.6	0.2	0.2
17	9.1	8.8	9.6
18	66.6	67.5	63.5
19	14.5	14.3	15.9
20	3.2	3.4	4.2
21	1.6	1.0	1.4
22	0.9	1.0	0.9
23-25	1.3	1.8	1.5
26 or older	2.2	2.0	1.4
	100.0	100.0	100.0

TABLE 39

SEX

	FALL 1980 (1582)	FALL 1979 (1507)	FALL 1977 (1132)
Female	62.6	59.8	55.3
Male	37.4	40.2	44.7
	100.0	100.0	100.0

TABLE 40

RACE

	FALL 1980 (1574)	FALL 1979 (1535)	FALL 1977 (1175)
White	35.8	39.4	42.0
Black/Afro-American	23.5	27.9	27.9
Puerto Rican	13.8	12.6	11.7
Oriental	10.1	9.0	9.0
Mexican - American	0.1	0.2	0.2
American Indian	0.3	0.2	0.1
Hispanic, other than P.R.	9.1	*	*
West Indian	4.2	*	*
Other	3.1	10.7	9.0
	100.0	100.0	99.9

* Category was added in Fall 1980 survey.

TABLE 41

PRIMARY LANGUAGE SPOKEN AT HOME

	FALL 1980
English	68.6
Spanish	17.3
Chinese	7.2
Other	6.9
	100.0

Note: This question was introduced in the 1980 survey.

TABLE 42

RELIGION

	FALL 1980
Catholic	45.6
Protestant	21.5
Jewish	7.9
Other	4.6
None	15.4
No response	5.1
	100.1

PHASE II

COMPARATIVE ANALYSIS OF REGISTRANTS AND NON-REGISTRANTS

Of the 2163 students who participated in the Freshman Survey, 1602 (74%) attended Baruch the following semester; 526 (24%) took the survey but failed to register although they had been accepted by the College. (For the remaining 35, or 2 percent, it was not possible to determine whether they had subsequently attended Baruch.)

An analysis of the survey results reveals many differences in the input characteristics of registrants and non-registrants. Those characteristics on which the two groups differed by 3.5 percentage points or more are shown in Table 43. (Tables of comparative data on all characteristics will be found in Appendix A.)

One of the areas of greatest difference between registrants and non-registrants was that of employment while at Baruch. The percentage expecting to be employed was much greater among non-registrants than among registrants (+11.9%). As corollaries of this finding, more non-registrants expected financial aid from employment (+5.2%); more expressed major concern about possible employment problems while at Baruch (+4.5%); more non-registrants planned to attend Baruch as evening students (+4.3%); and more planned to attend part-time (+4.0%). Of those respondents in each group who planned to work, more non-registrants than registrants expected to work in Manhattan (+4.1%).

The greater interest in employment among the non-registrants appears to be part of a wider concern about financial problems in general. A greater proportion of non-registrants than registrants were hoping to get financial aid from each of various sources: student loans (+10.1%), the College work/study program (+3.5%) and other sources (+6.4%). In addition, more non-registrants expressed major concern about possible financial problems while at Baruch (+5.3%), and more non-registrants said that the offer of financial assistance had been an important factor in their choice of Baruch (+3.9%).

Another group of variables differentiating non-registrants from registrants has to do with the relative strength of their preferences for Baruch. Non-registrants were much less likely to name Baruch as their first choice of college if all were free of charge (-11.3%); Baruch was also less apt to be their first choice of college within CUNY (-4.3%). More non-registrants had applied to colleges outside CUNY (+8.4%), and more had been accepted at non-CUNY colleges (+8.0%). It seems probable that one segment of the non-registrants made their final college choice after taking part in the Freshman Survey, and opted for colleges other than Baruch.

Although the great majority of non-registrants, like the registrants, were under 21, the percentage over 21 was greater in the non-registrant group (+4.9%); the percentage who had graduated from high school one or more years before was also correspondingly greater (+4.9%).

The non-registrants appear to have been, in some respects, more serious about their future academic careers than the registrants. A larger percentage of the non-registrants said that they aspired to post-graduate degrees (+6.3%). In addition, more of the non-registrants expected to participate in student government (+5.4%), and more planned to join professional clubs (+4.8%). The non-registrants were also more apt to select Accounting as their major field than the registrants (+6.0%).

Possibly because there were more older students among the non-registrants, they were less likely than the registrants to cite their parents' desires as an important factor in their choice of Baruch (-5.8%). Interestingly, non-registrants were also much less likely to rate CUNY/Baruch publications as important in their choice of Baruch (-8.1%).

TABLE 43

MEASURES DIFFERENTIATING REGISTRANTS AND NON-REGISTRANTS

	REGIS-TRANTS	NON-REGIS-TRANTS	DIFF-ERENCE
Expect to be employed while at Baruch	63.8	75.7	+11.9
Baruch first choice if all were free of charge	49.7	38.4	-11.3
Expect financial aid from student loans	35.5	45.6	+10.1
Applied to colleges other than CUNY	60.9	69.3	+ 8.4
CUNY/Baruch publications important in choice of Baruch	60.4	52.3	- 8.1
Accepted at colleges other than CUNY	53.9	61.9	+ 8.0
Expect financial aid from other sources	11.8	18.2	+ 6.4
Aspire to post-graduate degrees	47.3	53.6	+ 6.3
Plan to study Accounting	38.4	44.4	+ 6.0
Parents' desires important in choice of Baruch	43.5	37.7	- 5.8
Expect to participate in student government	47.6	53.0	+ 5.4
Major concern about possible financial problems	47.2	52.5	+ 5.3
Expect financial aid from employment	61.8	67.0	+ 5.2
Aged 21 or older	5.9	10.8	+ 4.9
Graduated from High School 1 or more years ago	7.6	12.5	+ 4.9
Expect to participate in professional clubs	51.0	55.8	+ 4.8
Major concern about possible employment problems	15.4	19.9	+ 4.5
Baruch first choice within CUNY	95.5	91.2	- 4.3
Plan to attend Baruch as evening student	5.1	9.4	+ 4.3
Expect to work in Manhattan	58.3	62.4	+ 4.1
Plan to attend Baruch part time	11.0	15.0	+ 4.0
Financial aid important in choice of Baruch	62.3	66.2	+ 3.9
Expect financial aid from college work/study	48.6	52.1	+ 3.5

APPENDIX A

PHASE II DATA TABLES

APPENDIX A

TABLE 1

DEGREE OF IMPORTANCE OF REASONS FOR DECIDING TO GO TO COLLEGE

REASONS	REGISTRANTS			NON-REGISTRANTS			DIFFERENCE		
	Very Imp.	Somewhat Imp.	Not Imp.	Very Imp.	Somewhat Imp.	Not Imp.	Very Imp.	Somewhat Imp.	Not Imp.
To be able to get a better job	92.2	6.9	0.9	90.9	8.3	0.8	-1.3	+1.4	-0.1
Self-discovery	70.6	25.5	3.9	70.6	24.8	4.6	±0.0	-0.7	+0.7
Individual study	39.9	51.1	9.0	40.8	50.6	8.6	+0.9	-0.5	-0.4
Getting acquainted with a variety of students	39.6	53.1	7.2	36.6	54.2	9.2	-3.0	+1.1	+2.0
Close friendships with students	34.3	52.0	13.8	29.0	55.2	15.9	-5.3	+3.2	+2.1
Parents wanted me to go to college	21.0	36.1	42.8	20.8	32.3	46.9	-0.2	-3.8	+4.1
Social life	20.5	49.6	29.8	19.7	47.4	32.9	-0.8	-2.2	+3.1
"Rapping" with fellow students & faculty	20.3	58.1	21.6	21.1	54.4	24.5	+0.8	-3.7	+2.9
Extracurricular activities	20.0	58.3	21.7	20.1	57.0	22.9	+0.1	-1.3	+1.2

APPENDIX A

TABLE 2

EXPECTED COLLEGE SATISFACTIONS

AREA OF SATISFACTION	REGIS-TRANTS	NON-REGIS.	DIFF.
Course work	37.4	38.7	+1.3
Self-discovery, self-insight, etc.	33.8	35.2	+1.4
Getting acquainted with students	8.1	4.7	-3.4
Organized extracurricular activities, student government, clubs, etc.	7.0	8.2	+1.2
Individual study, research, writing, etc.	6.0	8.0	+2.0
Social life	4.4	2.2	-2.2
Close friendship with students	3.3	2.9	-0.4
	100.0	99.9	

APPENDIX A

TABLE 3

CHOICE OF COLLEGE IF ALL COLLEGES WERE FREE OF CHARGE

COLLEGE	REGIS-TRANTS	NON-REGIS.	DIFF.
Baruch	49.7	38.4	-11.3
NYU	13.5	14.6	+ 1.1
Pace	12.1	14.4	+ 2.3
Columbia*	10.7	12.8	+ 2.1
SUNY	10.5	15.0	+ 4.5
Fordham	3.5	4.8	+ 1.3
	100.0	100.0	

* Columbia was added to the response list in Fall 1980.

APPENDIX A

TABLE 4

DEGREE OF IMPORTANCE OF REASONS FOR CHOOSING BARUCH

REASONS	VERY OR SOMEWHAT IMPORTANT REGISTRANTS	NON-REGISTRANTS	DIFFERENCE
Baruch's strength in major field	97.7	95.2	-2.5
Baruch has a good academic reputation	98.3	97.6	-0.7
Baruch offered financial aid	62.3	66.2	+3.9
CUNY Guide to Admissions and/ or a Baruch publication influenced me	60.4	52.3	-8.1
Baruch has low tuition	64.3	63.8	-0.5
Advice of someone who attended Baruch	56.9	54.4	-2.5
High School adviser influenced me	48.6	51.2	+2.6
Parents' choice to send me to Baruch	43.5	37.7	-5.8
Baruch representative recruited me	22.1	20.1	-2.0

* The category was added in Fall 1980.

APPENDIX A

TABLE 5

INFLUENCE OF BARUCH LOCATION
FOR CHOOSING BARUCH COLLEGE

	REGIS-TRANTS	NON REGIS.	DIFF.
Very much	32.0	30.4	-1.6
Somewhat	43.8	45.3	+1.5
Not at all	24.2	24.3	+0.1
	100.0	100.0	

APPENDIX A

TABLE 6

NUMBER OF COLLEGES APPLIED TO (OTHER THAN CUNY)

	REGIS-TRANTS	NON-REGIS	DIFF.
No other college	36.4	29.6	-6.8
One college	16.2	15.8	-0.4
Two colleges	14.3	14.0	-0.3
Three colleges	11.3	14.4	+3.1
Four colleges	7.4	9.1	+1.7
Five colleges	5.5	7.9	+2.4
Six or more colleges	8.9	9.1	+0.2
	100.0	99.9	

APPENDIX A
TABLE 7

NUMBER OF COLLEGE ACCEPTANCES RECEIVED
(OTHER THAN CUNY)

	REGIS-TRANTS	NON-REGIS.	DIFF.
None	46.0	38.0	-8.0
One college	30.1	25.9	-4.2
Two colleges	14.2	15.3	+1.1
Three colleges	4.8	11.9	+7.1
Four colleges	2.1	5.8	+3.7
Five colleges	1.7	1.5	-0.2
Six or more colleges	1.1	1.5	+0.4
	100.0	99.9	

APPENDIX A

TABLE 8

STUDENT'S CHOICE OF BARUCH FROM AMONG OTHER CUNY COLLEGES

	REGIS-TRANTS	NON-REGIS.	DIFF.
First choice	**95.5**	91.2	-4.3
Second choice	**3.7**	6.1	+2.4
Third choice	**0.4**	2.1	+1.7
Less than third choice	**0.4**	0.6	+0.2
	100.0	100.0	

APPENDIX A

TABLE 9

TIME OF DECISION TO COME TO BARUCH

	REGISTRANTS		NON-REGISTRANTS		DIFFERENCE	
	%	Cumulative	%	Cumulative	%	Cumulative
October - last year	19.8	19.8	13.1	13.1	-6.7	- 6.7
November - last year	9.8	29.6	9.6	22.7	-0.2	- 6.9
December - last year	14.4	44.0	11.2	33.9	-3.2	-10.1
January	16.0	60.0	16.7	50.6	+0.7	- 9.4
February	9.2	69.3	6.9	57.6	-2.3	-11.7
March	13.2	82.5	13.7	71.2	+0.5	-11.3
April	8.2	90.8	17.6	88.8	+9.4	- 2.0
May	3.7	94.4	4.3	93.1	+0.6	- 1.3
June	2.7	96.8	2.9	95.9	+0.2	- 0.9
July	0.8	97.6	0.6	96.5	-0.2	- 1.1
August	0.4	98.0	0.8	97.3	+0.4	- 0.7
September	2.0	100.0	2.7	100.0	+0.7	——
	100.0		100.1			

APPENDIX A

TABLE 10

MAJOR FIELD OF STUDY

	REGIS-TRANTS	NON-REGIST.	DIFF.
Accountancy	**38.4**	44.4	+6.0
Management	**17.4**	16.5	-0.9
Office Management & Sec. Studies	**9.4**	7.8	-1.6
Marketing	**7.8**	7.4	+0.4
Public Administration	**3.7**	1.9	-1.8
Finance & Investment	**2.9**	2.5	-0.4
Statistics	**2.4**	1.9	-0.5
Economics	**2.1**	0.8	-1.3
Business Education	**1.0**	1.4	+0.4
Elementary Education	**0.7**	1.4	+0.7
Other field	**11.0**	10.9	-0.1
Undecided	**3.4**	3.1	-0.3
	100.0	100.0	

APPENDIX A

TABLE 11

STUDENTS' PROBABLE CAREER CHOICE

CAREERS	REGIS-TRANTS	NON-REGIST.	DIFF.
Accountancy	32.4	35.1	+ 2.7
Business Executive	24.8	21.5	- 3.3
Computer Programmer/Analyst	7.6	5.9	- 1.7
Business Owner	5.5	6.6	+ 1.1
Business Clerical	4.6	4.6	± 0.0
Business Sales or Buyer	3.0	3.3	+ 0.3
Lawyer	2.7	1.5	- 1.2
Teacher	1.5	1.8	+ 0.3
Other	10.2	10.3	+ 0.1
Undecided	7.7	9.4	+ 1.7
	100.0	100.0	

APPENDIX A

TABLE 12

STUDENTS' DEGREE OF CONCERN ABOUT BEING ABLE TO STAY IN SCHOOL

TYPE OF PROBLEM	REGISTRANTS			NON-REGISTRANTS			D I F F E R E N C E		
	Major Concern	Some Concern	No Concern	Major Concern	Some Concern	No Concern	Major Concern	Some Concern	No Concern
Financial problems	47.2	34.0	18.8	52.5	32.1	15.4	+5.3	-1.9	-3.4
Academic problems	31.7	40.5	27.7	30.5	42.1	27.5	-1.2	+1.6	-0.2
Personal circumstances	20.8	42.6	36.6	20.2	43.5	36.2	-0.6	+0.9	-0.4
Employment problems	15.4	43.7	41.7	19.9	45.1	35.0	+4.5	+1.4	-6.7

APPENDIX A

TABLE 13

HIGHEST DEGREE ASPIRED TO

	REGIS-TRANTS	NON-REGIS.	DIFF.
Bachelor's Degree	52.6	46.4	- 6.2
Master's Degree	38.9	42.2	+ 3.3
Ph.D. or Ed.D.	4.0	6.6	+ 2.6
Medical Doctor	0.1	1.0	+ 0.9
Law - LLB, JD	3.1	2.8	- 0.3
Other	1.2	1.0	- 0.2
	100.0	100.0	

APPENDIX A

TABLE 14

AREA OF GREATEST ANTICIPATED NEED FOR REMEDIATION

	REGIS-TRANTS	NON-REGIST.	DIFF.
Writing	31.6	28.8	-2.8
Mathematics	29.9	32.0	+2.1
Reading	8.2	8.2	±0.0
None	30.3	31.0	+0.7
	100.0	100.0	

APPENDIX A

TABLE 15

SOURCES OF EXPECTED FINANCIAL AID

	REGISTRANTS				NON-REGISTRANTS				D I F F E R E N C E			
	None	Less than $1,000	$1,000 $1,999	$2,000 or more	None	Less than $1,000	$1,000 $1,999	$2,000 or more	None	Less than $1,000	$1,000 $1,999	$2,000 or mor
Grants and scholarships (TAP, BEOG, SEOG, other)	16.1	33.3	29.0	21.5	17.2	28.2	31.3	23.2	+1.1	-5.1	+2.3	+1.7
College Work Study	51.4	34.1	10.7	3.8	47.9	37.7	9.9	4.5	-3.5	+3.6	-0.8	+0.7
Parental or family aid	37.1	39.1	13.6	10.1	36.7	39.5	12.3	11.5	-0.4	+0.4	-1.3	+1.4
Educational loans	64.5	20.1	11.2	4.2	54.4	21.1	17.7	6.8	-10.1	+1.0	+6.5	+2.6
Employment	38.2	42.7	11.5	7.6	33.0	45.2	13.6	8.2	-5.2	+2.5	+2.1	+0.6
Other sources	88.2	5.5	3.2	2.8	81.8	9.8	7.7	0.7	-6.4	+4.3	+4.5	-2.1

APPENDIX A

TABLE 16

STUDENTS' INTENSION TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

	REGISTRANTS			NON-REGISTRANTS			D I F F E R E N C E		
TYPE OF ACTIVITY	Very much	Some-what	Not at all	Very much	Some-what	Not at all	Very much	Some-what	Not at all
Special interest groups	36.0	39.7	24.3	30.1	46.1	23.8	-5.9	+6.4	-0.5
Athletics	28.3	39.3	32.4	28.4	41.5	30.1	+0.1	+2.2	-2.3
Student publications	14.0	43.1	42.9	18.8	39.5	41.7	+4.8	-3.6	-1.2
Professional clubs	13.3	37.7	48.5	15.8	40.0	44.2	+2.5	+2.3	-4.3
Radio station	11.1	35.3	53.6	18.8	30.0	51.2	+7.7	-5.3	-2.4
Ethnic or religious clubs	10.8	35.9	53.3	13.2	36.1	50.7	+2.4	+0.2	-2.6
Student government	8.6	39.0	52.4	12.4	40.6	46.9	+3.8	+1.6	-5.5

APPENDIX A

TABLE 17

ENROLLMENT STATUS

	REGIS-TRANTS	NON-REGIS.	DIFFERENCE
Full-time day	86.4	81.3	-5.1
Full-time evening	2.6	3.7	+1.1
Part-time day	8.5	9.3	+0.8
Part-time evening	2.5	5.7	+3.2
	100.0	100.0	

APPENDIX A

TABLE 18

EXPECTED WORK HOURS WHILE AT BARUCH

	PLANS FOR FUTURE		
Number of hours per week	REGIS-TRANTS	NON-REGIS.	DIFF.
No plans to work	36.2	24.3	-11.9
PLAN TO WORK PART TIME			
1-5 hours per week	9.1	8.9	-0.3
6-10 hours per week	7.1	12.0	+4.9
11-15 hours per week	15.8	17.0	+1.2
16-25 hours per week	21.4	19.8	-1.6
PLAN TO WORK FULL TIME			
26-35 hours per week	6.6	8.1	+1.5
36 or more hrs per week	3.8	9.9	+6.1
	100.0	100.0	

APPENDIX A

TABLE 19

EXPECTED WORK LOCATION

	REGIS-TRANTS	NON-REGIS.	DIFF.
Manhattan	58.3	62.4	+4.1
Brooklyn	15.6	12.4	-3.2
Queens	15.9	14.5	-1.4
Bronx	7.6	6.9	-0.7
Staten Island	1.2	2.6	+1.4
Nassau/Suffolk	1.2	1.0	-0.2
Other than NYS	0.2	0.2	±0.0
	100.0	100.0	

APPENDIX A

TABLE 20

STUDENTS' PERCEIVED POLITICAL VIEWS

	REGIS-TRANTS	NON-REGIS.	DIFF.
Far left	3.4	3.6	+0.2
Liberal	19.8	21.1	+1.3
Middle-of-the-road	58.9	57.7	-1.2
Conservative	16.0	16.0	±0.0
Far right	1.9	1.7	-0.2
	100.0	100.1	

APPENDIX A

TABLE 21

TYPE OF HIGH SCHOOL

	REGIS-TRANTS	NON-REGIS.	DIFF.
Public High School	81.8	83.0	+1.2
Private - Catholic H.S.	14.7	12.2	-2.5
Private - Jewish H.S.	1.2	2.4	+1.2
Private - Other religious H.S.	0.8	0.6	-0.2
Private - Non-religious H.S.	1.5	1.8	+0.3
	100.0	100.0	

APPENDIX A

TABLE 22

TYPE OF HIGH SCHOOL PROGRAM

	REGIS-TRANTS	NON-REGIS.	DIFF.
College preparatory	67.8	67.4	-0.4
Other	32.2	32.6	+0.4
	100.0	100.0	

APPENDIX A

TABLE 23

PERCENT TAKING SAT

	REGIS-TRANTS	NON-REGIS.	DIFF.
Yes	75.4	73.4	-2.0
No	24.6	26.6	+2.0
	100.0	100.0	

APPENDIX A

TABLE 24

YEAR GRADUATED FROM HIGH SCHOOL

	REGIS-TRANTS	NON-REGIS.	DIFF.
This year *	89.3	83.7	-5.6
One year ago	2.3	2.7	+0.4
Two years ago	1.3	3.5	+2.2
Three or more years ago	4.0	6.3	+2.3
Passed GED test	2.4	3.5	+1.1
Early admissions	0.6	0.2	-0.4
	99.9	99.9	

* The same year graduated from high school.

APPENDIX A

TABLE 25

AVERAGE GRADE IN HIGH SCHOOL

	REGIS-TRANTS	NON-REGIS.	DIFF.
80 or above	52.0	53.2	+1.2
75.00 - 79.99	24.2	22.1	-2.1
70.00 - 74.99	17.2	16.5	-0.7
Below 70.00	6.5	8.2	+1.7
	99.9	100.0	
Mean	80.58	79.87	
Median	80.57	80.12	

APPENDIX A

TABLE 26

STUDENTS' RATINGS OF HIGH SCHOOL PREPARATION

	REGISTRANTS			NON-REGISTRANTS			DIFFERENCE		
	Very Well	Fairly Well	Poor	Very Well	Fairly Well	Poor	Very Well	Fairly Well	Poor
Reading	50.6	46.8	2.6	47.9	48.1	4.1	-2.7	+1.3	+1.5
History, Social Science	48.7	47.3	4.1	46.3	49.0	4.7	-2.4	+1.7	+0.6
Mathematical skills	46.5	44.7	8.8	48.9	41.4	9.7	+2.4	-3.3	+0.9
Writing	45.8	47.9	6.2	43.7	48.9	7.4	-2.1	+1.0	+1.2
Science	35.4	57.5	7.1	37.5	52.7	9.8	+2.1	-4.8	+2.7
Vocational skills	33.6	47.6	18.8	32.0	46.7	21.3	+1.6	-0.9	+2.5
Foreign languages	33.1	44.5	22.3	31.7	47.3	30.0	-1.4	+2.8	+7.7
Study habits	31.1	54.3	14.6	31.5	54.6	13.9	+0.4	+0.3	-0.7
Musical & Artistic skills	23.3	50.4	26.3	21.7	50.8	27.5	-1.6	+0.4	+1.2

APPENDIX A

TABLE 27

MEAN SKILLS ASSESSMENT TEST SCORES*

* Non-registrants' Skills Assessment Test scores were not available.

APPENDIX A

TABLE 28

PLACE OF RESIDENCE

	REGIS-TRANTS	NON-REGIS.	DIFF.
Manhattan	16.9	20.3	+3.4
Brooklyn	33.2	30.0	-3.2
Queens	28.6	26.7	-1.9
Bronx	18.4	17.1	-1.3
Staten Island	1.6	3.1	+1.5
Nassau/Suffolk	0.9	1.2	+0.3
Westchester/Rockland	0.4	1.4	+1.0
Other than N.Y.S.	0.1	0.2	+0.1
	100.1	100.0	

APPENDIX A

TABLE 29

COMMUTING TIME FROM RESIDENCE TO SCHOOL

	REGIS-TRANTS	NON-REGIS.	DIFF.
Less than 30 minutes	9.9	13.4	+3.5
30 to 60 minutes	64.4	58.3	-6.1
61 to 90 minutes	21.7	24.5	+2.8
Over 90 minutes	4.1	3.9	-0.2
	100.1	100.1	

APPENDIX A

TABLE 30

NUMBER OF SIBLINGS

	REGIS-TRANTS	NON-REGIS.	DIFF.
None	5.1	6.8	+1.7
One	21.7	18.7	-3.0
Two	25.2	26.6	+1.4
Three	18.8	18.0	-0.8
Four	10.7	10.6	-0.1
Five	6.8	6.4	-0.4
Six or more	11.7	12.9	+1.2
	100.0	100.0	

APPENDIX A

TABLE 31

NUMBER OF SIBLINGS ATTENDING COLLEGE

	REGIS-TRANTS	NON-REGIS.	DIFF.
None	63.6	60.3	-3.3
One	25.3	27.9	+2.6
Two	7.6	8.8	+1.2
Three or more	3.5	3.0	-0.5
	100.0	100.0	

APPENDIX A

TABLE 32

MARITAL STATUS

	REGIS-TRANTS	NON-REGIS.	DIFF.
Single	95.9	94.2	-1.7
Living with someone	1.8	1.2	-0.6
Married	1.7	2.9	+1.2
Separated	0.4	1.2	+0.8
Divorced	0.2	0.6	+0.4
	100.0	100.1	

APPENDIX A

TABLE 33

NUMBER OF CHILDREN

	REGIS-TRANTS	NON-REGIS.	DIFF.
One	1.3	1.7	+0.4
Two	0.7	1.6	+0.9
Three or more	0.4	0.8	+0.4
None	97.5	95.9	-1.6
	99.9	100.0	

APPENDIX A

TABLE 34

PARENTS' MARITAL STATUS

	REGIS-TRANTS	NON-REGIS.	DIFF.
Married and living together	61.0	60.3	-0.7
Separated	17.8	16.2	-1.6
Divorced	10.9	11.2	+0.3
Father deceased	7.9	7.2	-0.7
Mother deceased	1.7	3.9	+2.2
Both parents deceased	0.6	1.2	+0.6
	99.9	100.0	

APPENDIX A

TABLE 35

ESTIMATED PARENTAL INCOME (BEFORE TAXES)

	REGIS-TRANTS	NON-REGIS.	DIFF.
Less than $10,000	42.9	43.7	+0.8
$10,000 - $19,999	34.7	34.4	-0.3
$20,000 - or more	22.4	21.9	-0.5
	100.0	100.0	
Median	$11,450	$11,024	

APPENDIX A

TABLE 36

PARENTS' EDUCATION

	FATHER			MOTHER		
	REGIS-TRANTS	NON-REGIS.	DIFF.	REGIS-TRANTS	NON-REGIS.	DIFF.
Grammar school or less	22.3	19.4	-2.9	21.3	18.1	-3.2
Some high school	24.3	25.8	+1.5	22.7	24.1	+1.4
High school graduate	25.8	26.5	+0.7	33.6	32.2	-1.4
Post-high school training other than college	5.0	4.0	-1.0	4.3	4.5	+0.2
Some college	9.6	9.6	±0.0	8.9	10.7	+1.8
College graduate	7.9	7.3	+0.6	5.1	5.6	+0.5
Graduate school	4.8	6.7	+1.9	0.6	0.8	+0.2
Presently attending college	0.4	0.7	+0.3	1.4	1.4	±0.0
	100.1	100.0		100.0	99.9	

APPENDIX A

TABLE 37

PARENTS' OCCUPATION

	FATHER		MOTHER		FATHER	MOTHER
	REGIS-TRANTS	NON-REGIS.	REGIS-TRANTS	NON-REGIS.	DIFFERENCE	
Skilled worker	19.2	17.8	7.1	5.4	-1.4	-1.7
Laborer (unskilled)	8.3	9.0	6.6	5.9	+0.7	-0.7
Semi-skilled worker	7.0	7.3	4.8	5.9	+0.3	+1.1
Business owner	6.7	8.5	0.0	2.5	+1.8	+2.5
Engineer	5.3	5.5	0.0	0.5	+0.2	+0.5
Service worker	5.3	3.5	2.4	2.3	-1.8	-0.1
Business executive	5.2	6.0	1.3	1.4	+0.8	+0.1
Business sales or buyer	4.0	2.5	1.0	0.7	-1.5	-0.3
Accountant	2.7	2.3	1.6	2.0	-0.4	+0.4
Business clerical	2.6	0.8	8.6	8.6	-1.8	±0.0
Teacher (any level)	1.0	0.8	2.8	4.3	-0.2	+1.5
Social Welfare worker	1.0	1.0	1.3	2.5	±0.0	+1.2
Nurse	0.0	0.5	4.8	4.7	+0.5	+0.1
Health service (not nurse)	0.0	0.8	1.5	2.5	+0.8	+1.0
Educator (not teacher)	0.0	0.8	1.1	0.9	+0.8	-0.2
Other	24.0	26.4	16.0	10.7	+2.4	-5.3
Homemaker	0.0	0.0	20.3	21.2	+0.0	+0.9
Unemployed	7.7	6.5	18.8	18.0	-1.2	±0.0
	100.0	100.0	100.0	100.0		

APPENDIX A

TABLE 38

STUDENTS' AGE

	REGIS-TRANTS	NON-REGIS.	DIFF.
16 or younger	0.6	0.6	±0.0
17	9.1	9.8	+0.7
18	66.6	61.6	-5.0
19	14.5	14.5	±0.0
20	3.2	2.7	-0.5
21	1.6	3.1	+1.5
22	0.9	2.0	+1.1
23 - 25	1.3	1.6	+0.3
26 - 29	0.8	1.4	+0.6
30 or older	1.3	2.7	+1.4
	99.9	100.0	

APPENDIX A

TABLE 39

SEX

	REGIS-TRANTS	NON-REGIS.	DIFF.
Female	62.6	66.7	+4.1
Male	37.4	33.3	-4.1
	100.0	100.0	

APPENDIX A

TABLE 40

RACE

	REGIS-TRANTS	NON-REGIS.	DIFF.
White (non-Hispanic)	35.8	34.2	-1.6
Black (non-Hispanic)	23.5	26.3	+2.8
Puerto Rican	13.8	13.0	-0.8
Oriental	10.1	10.4	+0.3
Mexican	0.1	0.4	+0.3
American Indian	0.3	0.8	+0.5
Hispanic (other than P.R.)	9.1	7.7	-1.4
West Indian	4.2	4.5	+0.3
Other	3.1	2.8	-0.3
	100.0	100.1	

APPENDIX A

TABLE 41

PRIMARY LANGUAGE SPOKEN AT HOME

	REGIS-TRANTS	NON-REGIS.	DIFF.
English	68.6	70.9	+2.3
Spanish	17.3	16.2	-1.1
Chinese	7.2	7.2	±0.0
Other	6.9	5.7	-1.2
	100.0	100.0	

Note: This question was introduced in 1980 survey.

APPENDIX A

TABLE 42

RELIGION

	REGIS-TRANTS	NON-REGIS.	DIFF.
Catholic	48.1	48.3	+0.2
Protestant	22.6	22.5	-0.1
Jewish	8.3	6.2	-2.1
Other	4.8	4.9	+0.1
None	16.2	18.2	+2.0
	100.0	100.1	

APPENDIX B

BARUCH COLLEGE ANNUAL FRESHMAN SURVEY
FALL 1980
QUESTIONNAIRE

Office of the Vice President
for Academic Affairs

BARUCH COLLEGE
Annual Freshman Survey

The purpose of the Freshman Survey is to obtain information about the current attitudes and expectations of the Baruch College freshman. Your answers will help us to get an idea of how we can improve services for our students. This form also provides an instrument through which responses of our students can be compared with the national norms for freshmen throughout the country.

We encourage your voluntary participation in this research project. This survey is completely confidential and will be used for research purposes for Baruch College only. All results will be summarized so that your individual responses cannot be identified.

Please answer the questions below as accurately as possible. Thank you for your help.

You may use **either** pen or pencil to complete the questionnaire.

[1-9] Your social security number:

			–			–				

Please circle the number for the appropriate answer(s):

1. In which ONE of the following areas do you hope to receive your greatest personal satisfaction at Baruch College during the coming year? (Circle only **one** number)

Course work	1	*[11]*	Social life, dating, parties, etc.	5
Individual study, research, writing, art work, etc.	2		Close friendships with students	6
Organized extra-curricular activities, student government, athletics, clubs, etc.	3		Getting acquainted with a variety of students	7
"Rapping" with fellow students and faculty	4		Self-discovery, self-insight, discovery of new interests, talents, etc.	8

2. In deciding to go to college, how important to you was each of the following reasons? (Circle **one** number for each reason)

		Very Important	Somewhat Important	Not Important
To be able to get a better job	*[12]*	1	2	3
Individual study, research, writing, art work, etc.	*[13]*	1	2	3
Organized extra-curricular activities, student government, athletics, clubs, etc.	*[14]*	1	2	3
"Rapping" with fellow students and faculty	*[15]*	1	2	3
Social life, dating, parties, etc.	*[16]*	1	2	3
Close friendships with students	*[17]*	1	2	3
Getting acquainted with a variety of students	*[18]*	1	2	3
Self-discovery, self-insight, discovery of new interests, talents, etc.	*[19]*	1	2	3
Parents wanted me to go	*[20]*	1	2	3

3. To how many colleges other than The City University of New York (CUNY) did you apply for admission this year? (Circle **one** number)

	One	Two	Three	Four	Five	Six or More	No Other
[21]	1	2	3	4	5	6	9

4. **If you applied** to colleges other than CUNY, how many college acceptances did you receive? (Circle **one** number.)

	One	Two	Three	Four	Five	Six or More	None	Did Not Apply to Any Other College
[22]	1	2	3	4	5	6	7	9

5. When you applied to The City University of New York, was Baruch College your: (Circle **one** number)

	First Choice	Second Choice	Third Choice	Less Than Third Choice
[23]	1	2	3	4

6. Below are some important reasons that might have influenced your decision to attend Baruch College. How important was each reason in your decision to come here? (Circle **one** number for **each** possible reason)

		Very Important	Somewhat Important	Not Important
My parents wanted me to come here	*[24]*	1	2	3
My high school teacher/guidance counselor advised me	*[25]*	1	2	3
Baruch College has a very good academic reputation	*[26]*	1	2	3
I was offered financial assistance	*[27]*	1	2	3
Someone who attended Baruch advised me to go	*[28]*	1	2	3
The CUNY Guide to Admissions and/or a Baruch recruitment publication influenced me	*[29]*	1	2	3
Baruch has low tuition	*[30]*	1	2	3
Baruch's special strength in my intended major field	*[31]*	1	2	3
My friend(s) attending Baruch advised me to go	*[32]*	1	2	3
A Baruch representative recruited me	*[33]*	1	2	3

7. Within the last twelve (12) months, when did you make your final decision to **attend Baruch College**? (Circle **one** number)

October, last year	01	*[34-35]* April	07
November, last year	02	May	08
December, last year	03	June	09
January	04	July	10
February	05	August	11
March	06	September	12

8. Below is a list of different undergraduate **fields of study/majors** grouped into general categories. Circle **only one** to indicate your **probable** field of study.

BUSINESS		**LIBERAL ARTS**	
Accounting	01 *[36-37]*	Art	12
Economics (BBA)	02	Biology	13
Finance	03	Economics (B.A.)	14
Industrial Psychology	04	English	15
Insurance	05	Hebrew	16
Management	06	History	17
Marketing	07	Mathematics	18
Office Management/Secretarial Studies	08	Music	19
Public Administration	09	Philosophy	20
Real Estate	10	Political Science	21
Statistics	11	Psychology	22
EDUCATION		Religion and Culture	23
Elementary Education	29	Romance Languages	24
Secondary Education	30	Sociology and Anthropology	25
Business Education	31	Spanish	26
Special Education	32	Statistics (B.A.)	27
		Liberal Arts Ad. Hoc	28
		Other Field, specify: _____	33
		Undecided	34

9. What is the highest academic degree that you intended to obtain anywhere? (Circle **one.**)

Bachelor's Degree BA, BBA, etc.)	*[38]* 1	Medical Doctor	4
Master's Degree (MA, MBA, MS, etc.)	2	LLB or JD (Law)	5
Ph.D or Ed.D	3	Other, specify	6
		None	7

10. Please indicate your probable career occupation and the current occupation of **each** of your parents. (Circle **one** in **each** column)

NOTE: (If your father [mother] is deceased, please indicate his [her] last occupation)

		Yours		Father's		Mother's
Accountant	*[39-40]*	01	*[41-42]*	01	*[43-44]*	01
Artist		02		02		02
Business Executive		03		03		03
Business Owner and proprietor		04		04		04
Business salesman or buyer		05		05		05
Business (clerical)		06		06		06
Doctor		07		07		07
Lawyer		08		08		08
Educator (other than teacher)		09		09		09
Engineer		10		10		10
Computer Programmer/ Analyst		11		11		11
Health Sciences (Other than Nurse)		12		12		12
Nurse		13		13		13
Real Estate		14		14		14
Statistician		15		15		15
Teacher (any level)		16		16		16
Social Welfare or relocation worker		17		17		17
Service worker (e.g. waiter)		18		18		18
Homemaker (full-time)		19		19		19
Skilled worker		20		20		20
Semi-skilled worker		21		21		21
Laborer (unskilled)		22		22		22
Other occupation, specify: _____		23		23		23
Unemployed (Applies to parents only)		24		24		24
Undecided (Applies to student only)		25		25		25

11. How would you characterize your political views? (Circle **one** number)

	Far Left	Liberal	Middle Of-the-Road	Conservative	Far Right
[45]	1	2	3	4	5

12. Are you enrolled in Baruch as a: (Circle **one**)

	Day student Full-time (12 hrs or more)	Evening student Full-time (12 hrs or more)	Day student Part-time	Evening student Part-time
[46]	1	2	3	4

13. Below are some reasons why a student might leave school. Indicate the degree of your concern about being able to remain in school in face of the following problems. (Circle **one** number for **each** reason)

		Major Concern	Some Concern	No Concern
Financial problems (insufficient funds)	*[47]*	1	2	3
Academic problems (low grades, difficult courses, etc.)	*[48]*	1	2	3
Personal circumstances (illness, home responsibilities, etc.)	*[49]*	1	2	3
Employment problems (causes conflict with studies, etc.)	*[50]*	1	2	3

14. In which of the following areas do you need the most remediation? (Circle **one** number)

	English	Reading	Writing	Mathematics	None
[51]	1	2	3	4	5

15. The next **seven** items concern your interest in participating in certain organized extracurricular activities at Baruch College. For **each** item, indicate to what extent you would like to participate **this** semester and **future** semesters: (Circle **two** numbers for **each** row)

		WOULD LIKE TO PARTICPATE This Semester			Future Semesters		
		Very much	Somewhat	Not at all	Very much	Somewhat	Not at all
Activities sponsored by an ethnic club or religious organization	*[52]*	1	2	3	*[59]* 1	2	3
Student Government	*[53]*	1	2	3	*[60]* 1	2	3
Student publications, newspapers, or yearbook	*[54]*	1	2	3	*[61]* 1	2	3
Athletics—intercollegiate or intramural	*[55]*	1	2	3	*[62]* 1	2	3
Preprofessional club (e.g., American Society for Public Administration, a teacher organization, societies	*[56]*	1	2	3	*[63]* 1	2	3
Radio station	*[57]*	1	2	3	*[64]* 1	2	3
Special interest groups (e.g., photography or karate clubs	*[58]*	1	2	3	*[65]* 1	2	3

16. What is your best guess as to the chances that you will: (Circle **one** in **each** row)

		Very Good Chance	Some Chance	Very Little Chance	No Chance
Change major	*[66]*	1	2	3	4
Change career choice	*[67]*	1	2	3	4
Be elected to a student office	*[68]*	1	2	3	4
Graduate with at least a "B" average	*[69]*	1	2	3	4
Seek counseling for personal problems	*[70]*	1	2	3	4
Graduate in four years	*[71]*	1	2	3	4
Drop out permanently	*[72]*	1	2	3	4

17. If you had a choice, where woudl you prefer to live during the fall term? (Circle **one** number)

At home with parents or relatives	*[1]*	1
Other private home, apartment or room		2
Other campus or student housing		3
Other, specify:		4

18. Are you financially independent? (This means that **you yourself** supply **all** needs including room and board)

	Yes	No
[2]	1	2

19. Approximately how much of your first year's educational and living expenses (e.g., tuition, fees, food, transportation, lodging, etc.) do you expect to cover from each of the following sources listed below? (Circle **one** for **each** source)

NOTE: (Approximate expenses for a school year are $3,085 for a student living at home and $5,400 for an independent student)

		None	$1 $999	$1,000- $2,000	Over $2,000
Financial Aid (includes grants or scholarships, e.g. TAP, SEEK, BEOG, SEOG, other private grant	*[3]*	1	2	3	4
College work study	*[4]*	1	2	3	4
Parental or family aid or gifts	*[5]*	1	2	3	4
Educational loans	*[6]*	1	2	3	4
Employment (outside of school)	*[7]*	1	2	3	4
Other sources, specify: _____	*[8]*	1	2	3	4

20. If all the following colleges were totally free of any cost to you, which one would you choose to attend? (Circle only **one**)

	Baruch	Columbia	Fordham	NYU	Pace	A State University of New York (SUNY) College
[9]	1	2	3	4	5	6

21. When did you graduate from high school? (Circle **one**)

	This Year	One Year Ago	Two Years Ago	Three or More Years Ago	Did Not Graduate, Passed GED Test	Early Admission Will Graduate Next Year
[10]	1	2	3	4	5	6

22. What type of high school did you graduate from? (Circle **one**)

Public	*[11]*	1
Private (nonreligious)		2
Private (Jewish)		3
Private (Roman Catholic)		4
Private (other religion)		5

23. Was your high school program: (Circle **one**)

	College Preparatory	Other (e.g., vocational)
[12]	1	2

24. What was your average grade in high school? (Circle **one**)

	"A" category 90.0 or above	"B" category 80.0-89.9	"C +" 75.0-79.9	"C or C –" 70.74.9	"D" or below Less than 70
[13]	1	2	3	4	5

25. Did you take the College Entrance Scholastic Aptitude Test (SAT)?

	Yes	No	Don't Remember
[14]	1	2	3

26. How well do you feel that your high school prepared you in the following areas: (Circle **one** in **each** row)

		Very Well		Fairly Well		Poorly
Mathematical skills	*[15]*	1		2		3
Reading	*[16]*	1		2		3
Writing	*[17]*	1		2		3
Foreign Languages	*[18]*	1		2		4
Science	*[19]*	1		2		3
History, Social Sciences	*[20]*	1		2		3
Vocational Skills	*[21]*	1		2		3
Musical and Artistic Skills	*[22]*	1		2		3
Study Habits	*[23]*	1		2		3

27. Indicate the number of hours per week you **plan to be employed** this semester and how many hours you are **working now**. (Circle **one** number for **each column**)

		Now Working		Plan to be Employed
I don't work now/I don't plan to be employed this semester	*[24]*	1	*[25]*	1
1-5 hours per week		2		2
6-10 hours per week		3		3
11-15 hours per week		4		4
16-25 hours per week		5		5
26-35 hours per week		6		6
36 or more hours per week		7		7

28. To what extent did the location of Baruch College influence your decision to attend?

	Influenced me Very much	Somewhat	Not at all
[26]	1	2	3

29. Approximately how long does it take you to reach the college from your residence?

	Less than 30 minutes	30-60 minutes	61-90 minutes	Over 90 minutes
[27]	1	2	3	4

30. If you are planning to be employed, at what location do you think you will be working next semester? (Circle **one**)

	Manhattan	Brooklyn	Queens	Bronx	Staten Island	Nassau Suffolk County	Other than N.Y. State	I will not be working
[28]	1	2	3	4	5	6	7	9

31. Where do you live at present?

	Manhattan	Brooklyn	Queens	Bronx	Staten Island	Nassau Suffolk County	Westchester Rockland Other County	Other than N.Y. State
[29]	1	2	3	4	5	6	7	8

32. How many brothers or sisters do you have?

	One	Two	Three	Four	Five	Six	Seven	Eight or More	None
[30]	1	2	3	4	5	6	7	8	9

33. How many of your brothers or sisters are **now** attending college?

	One	Two	Three	Four	Five	Six	Seven	Eight or More	None
[31]	1	2	3	4	5	6	7	8	9

34. Marital Status: (Circle **one**)

	Married	Separated	Divorced	Single but Living With Someone	Single
[32]	1	2	3	4	5

35. How many children do you have?

	One	Two	Three or More	None
[33]	1	2	3	9

36. Parents' status:

	Living Together	Separated	Divorced	Father Deceased	Mother Deceased	Both Parents Deceased
[34]	1	2	3	4	5	6

37. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Circle **one**)

[35-36]

Less than $4,000	01	$20,000-$24,999	08
$ 4,000- 5,999	02	$25,000- 29,999	09
$ 6,000- 7,999	03	$30,000- 34,999	10
$ 8,000- 9,999	04	$35,000- 39,999	11
$10,000- 12,499	05	$40,000- 49,999	12
$12,500- 14,999	06	$50,000- or more	13
$15,000- 19,999	07		

38. What is the highest level of formal education obtained by your parents? (Circle **one number** in **each** column)

	Father [37]	Mother [38]
Grammar school or less	1	1
Some high school	2	2
High School graduate	3	3
Post high school training other than college	4	4
Some college	5	5
College degree	6	6
Some graduate school	7	7
Graduate degree	8	8
Presently attending college	9	9

39. Are you:

[39]

White/Caucasian	1	Mexican-American	5
Black/Afro-American	2	American Indian	6
Puerto Rican-American	3	Hispanic (Other than P.R.)	7
Asian-American/Oriental	4	West Indian	8
		Other, specify _____	9

40. Which of the categories below comes closest to describing your parents' ethnic background? (Circle **one** number)

	Italian	Greek	Irish	Other, specify: _____
[40]	1	2	3	4

41. What is the primary language spoken in your home? (Circle **one**)

	English	Spanish	Chinese	Other, specify: _____
[41]	1	2	2	4

42. What is your religious preference? (Circle **one**)

	Jewish	Protestant	Roman Catholic	None	Other religion, specify: _____
[42]	1	2	3	4	5

43. Your sex:

	Male	Female
[43]	1	2

44. Are you a veteran?

[44]	1	2

45. How old will you be on December 31 of this year? (Circle **one** number)

[45-46]

16 or younger	01	21	06
17	02	22	07
18	03	23-25	08
19	04	26-29	09
20	05	30 or older	10

One of the most important research efforts for the College is to conduct follow-up studies of its student body. These studies assist us in our efforts to provide worthwhile services for our students. It is only through your help that we will gain this kind of information.

*If you do **NOT** wish to be included in follow-up studies which will be conducted with data from this survey, mark here* ☐

[47] For office use only

(1) (2)